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ABSTRACT

Action for Children's Television (ACT) filed a petition with the Federal Communications Commission (FCC) which advocated rules toward eliminating commercial content in children's programming. In response to the television industry's reaction to this petition ACT undertook the analysis of current commercial content on several popular shows for children. One of these, Romper Room, was viewed for one week in March of 1971. It was found that "when time spent playing with brand-named toys and giving plugs or credits is added to the product commercials, the total commercial time averaged 47 percent and amounted to as much as 69 percent of total programming." A more extensive study (EM009312) which covered four Boston Stations on a Saturday morning indicated that cartoons and violence continue to dominate programming, that the subject matter is impoverished and imbalanced, and that commercial content ranged from 17 to 25 percent, with another 23 percent being devoted to nonprogram matter. ACT also suggests bias in the Roper study which found public satisfaction with the amount of commercial content. Appended are the Romper Room study, similar analyses of content, and a discussion of the Roper poll. (SH)

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REPLY COMMENTS

ACTION FOR CHILDREN'S TELEVISION

Docket No. 19142
RM-1569

October 1, 1971

EM 009 313

Before the
FEDERAL COMMUNICATIONS COMMISSION
Washington, D. C. 20554

In the Matter of		
Petition of Action for Children's Television (ACT) for Rulemaking Looking Toward the Elimination of Sponsorship and Commercial Content in Children's Programming and the Establishment of a Weekly 14 Hour Quota of Children's Television Programs	)	Docket No. 19142 RM-1569

REPLY COMMENTS OF ACTION FOR CHILDREN'S TELEVISION (ACT)

The Comments which ACT filed in July, 1971 anticipate and answer most of the arguments advanced by the many television licensees who have filed comments in these proceedings. As we predicted in our principal comments, the factual material filed by licensees is comprised of a selective presentation of program descriptions which are so incomplete and indeed misleading as to be worthless. These Reply Comments will be devoted primarily to a factual showing as to the actual content of the television programming currently being offered to children in the United States.

We made strenuous efforts to obtain copies of video tapes or film copies of a broad sample of television programming during the composite week prescribed by the Commission for the purpose of this proceeding. These efforts are briefly described in our principal comments. The industry reaction was:

1. That we should not look at programming during the composite week but rather should look at current programming;
2. That the satisfaction of our demands would be too difficult and time-consuming.

Accordingly, ACT has made video tape copies of current programming and has arranged for its analysis by expert monitors.

Local Programming for Pre-school Children - Romper Room

The leading local program for children is undoubtedly "Romper Room" which is produced locally under a syndicated format and presented five days a week. The program is directed at pre-school children who are television's most impressionable and most vulnerable audience.

A typical description of the program is furnished by the Hearst Stations:

> "Monday through Friday - 8:00 - 8:50 A.M.
> with 'Miss Jan'
>
> The award winning-children's program, 'Romper Room' offers children of kindergarten age of an ideal opportunity to expand their mental, physical, and spiritual development. WTAE-TV's 'Miss Jan' hosts the program and leads the children on a new adventure in learning every weekday morning, and provides an excellent showcase for the pre-schooler to learn and grow. In addition to the viewing audience, there is a group of six children who appear on the program. Each group stays for a period of two weeks, and then are 'graduated'.
>
> A regularly scheduled program on WTAE-TV since 1959, 'Romper Room' first began as a program in 1953. Produced locally, market-by-market, the program today has an enrollment of over 7 million children in the United States and in many other countries of the world.

> The program's teaching techniques and content are approved by Dickinson College of Carlisle, Pa., and this guidance assures a strong educational approach to the design of 'Romper Room's' format.
>
> 'Romper Room' has been cited by leading educators, parents and civic organizations, and by the National Association for Better Radio and Television, which has called it the best children's program on television."

An analysis of the actual content of "Romper Room" was prepared for ACT by F. Earle Barcus, Professor of Communication Research at Boston University. (See Attachment A). The study covered one week of programs as broadcast on WEMT-TV, Bangor, Maine in March, 1971.

The study showed that 36% of all program time was spent in playing with, demonstrating or exhibiting brand-named manufactured toys. One Tuesday and Thursday, 56 and 57% respectively of the total time was spent in activities with brand-named toys. Over the week, 20 different toys were involved of which 15 could be identified as either Romper Room or Hasbro products. The brand names of the remainder were not identified.

The teacher often praised the toys or held them up so that the children could get a good look at them. She also urged the children to join in the play. Sometimes the children would have to buy the toys to participate. Thus, after a six minute play segment with "Catcho" (a plastic ball caught with a stick), the teacher said "Children at home, would you like to play Catcho? ...We would like to play our games, sing our songs, and learn all the wonderful things we learn at Romper Room school right along with you".

Hasbro Industries, Inc. is one of the largest toy manufacturers in the United States. According to Business Week (March 13, 1971, p. 116) :

> "Today, Hasbro is turning out Romper Room toys, starting a chain of Romper Room day-care centers, and even considering lines of Romper Room clothes, furniture, and publications. With its strong TV-oriented pitch, Hasbro also hopes to generate momentum for its non-Romper Room lines, which include everything from games and dolls to arts and crafts. 'This is a fiercely competitive industry' says Hassenfeld, whose family-controlled company rang up $45 million in sales last year. 'And promotion is one very important key.'"

Two-thirds of the commercials carried on the program were toy commercials. All were for Romper Room or Hasbro toys. The Romper Room "teacher" delivered five of 20 product commercials and all of the promos. All of the product commercials delivered by the teacher were for Hasbro or Romper Room toys or featured a Romper Room toy as a premium. The teacher also gave "tie-in" announcements for commercials, including two Hasbro toy commercials. The programs also tied-in the toys demonstrated with the toys advertised. For example, the Hasbro Lite-Brite toy was demonstrated by the teacher and a child on Tuesday. The following day, the teacher gave a one minute commercial announcement for the Lite-Brite toy. 1/

1/ Business Week also states:

> "In the case of Romper Room, Hasbro is currently being criticized for using the program itself as a commercial vehicle to sell its toys. But, according to Hassenfeld, no Romper Room teacher-hostess has done a commercial for a Hasbro product since last August. And the company has stopped advertising any Romper Room toy that is used on the program".

This article appeared during the week in which Romper Room was being monitored for ACT.

During the week, there was a total of at least 48 "plugs" for products or services. These plugs occurred in so many different ways (i.e. as "visuals") that the monitors were unable to keep track of them. Most of them were for Romper Room or for Hasbro-Romper Room products.

Even the prayer segment was not free from this practice. The teacher gave the children "Tropicana Orange Juice from the Pleasant Hill Dairy" after the prayer and took care to plug this regular commercial advertiser before or after each prayer segment.

When the time spent playing with brand-named toys and giving plugs or credits is added to the product commercials, the total commercial time averaged 47% and amounted to as much as 69% of total programming. The commercial time sold on this Bangor station during the week never approached the NAB limit. However, other ACT studies have shown that March is a poor season for toy commercials. It boggles the mind to imagine what this program will be like in November.

Great ingenuity was exercised in exploiting the trust and confidence which the children had in their Romper Room teacher. 2/

The following commercial was delivered by the teacher:

"We have some very special friends at Romper Room School .. we have first of all our Romper Room safety chief and his

2/ Researchers report that the first stage of child development is one of "basic trust" and that small children respond to "authoritarian" themes. See "A Cognitive Development Study of Children's Reactions to Television Advertising", Marketing Science Institute, Cambridge, Mass., 1971. National Institute of Mental Health. Contract HSM 42-70-74.

very special friends that you can meet at Moir Auto Sales...At Moir Auto Sales, mommy and daddy will find those special Dodge, Plymouth, and Chrysler automobiles... and now, something special just for you...Here's your very own Romper Room Safety Chief Car, and it comes to you absolutely free from your friends at Moir Auto Sales. All you have to do to get your free Mr. Do-bee Safety Chief Report Card is to ask mommy or daddy to take you to Moir Auto Sales...be sure to tell them you're a good Romper Room Do-bee and then ask for your free Safety Chief Car. And while you're there, be sure to look at those beautiful Dodge, Plymouth and Chrysler automobiles. Maybe mommy or daddy will find just the car they want..."

It is clear that this program, which is called "the best children's program on television", is predominantly concerned with the creation and exploitation of a special relationship of trust and authority between a "teacher" and a television classroom of children.

This relationship of trust is remorselessly abused to build up Romper Room as a trade name for a variety of products and services and to use the program through a variety of tie-ins to promote Hasbro products and Hasbro commercial relationships. 3/ Any incidental "educational" benefit of the program is subordinated to the dominant commercial objectives. 4/

Other Local Programs

Many local programs for children do not follow a syndicated format. However the commercial pressures are similar. Attached hereto are descriptions of the "Captain Billy Show" which is a

3/ It has been reported that franchises for Hasbro products are coupled with advertising promotions on Romper Room.

4/ Act has available to it audio tapes covering one week each of Romper Room programs on stations in various parts of the United It is not possible to duplicate the Bangor study without the vi content. However, a sampling of these programs indicate that e sive play time with brand name products, "tie-ins" and "plugs" common feature.

daily children's program carried on KGGM-TV, Albuquerque, New Mexico (See Attachment B). The attachment compares the description of the program in the stations Form 303 Renewal Application with a detailed analysis of its actual content prepared by Dr. Ralph Jennings, Communication Analyst, for the Office of Communication of the United Church of Christ. 5/

The sample program lasted 25 minutes. It consisted of three cartoons lasting over 15 minutes and 30 seconds, 3 commercials totaling 2 minutes and 35 seconds and about 7 minutes of local live material. A considerable part of the local live material consisted of tie-ins with the commercials. For example, Captain Billy lauded McDonald's hamburgers for 42 seconds following a 30 second McDonald spot. Much of the remainder consisted of Captain Billy congratulating himself for being on time, apologizing for playing the wrong cartoon, and expanding on themes suggested by the commercials.

The station's logs (for the 1970 composite week) disclose no recorded material and no "plugs". It is impossible to determine the true program and commercial content of local children's programs without actual monitoring because of the extensive use of "plugs" and "tie-ins" by the hosts and hostesses on these shows.

5/ Dr. Jenning's analysis appears in a Petition to Deny Renewal of License filed by CEETRUTH. Although this material is simply copied from the public file, a copy of these comments will be served on the station's counsel.

We understand that it is a common practice for the hosts of local children's programs to sell spots on their shows. The success of such shows, from the local station's point of view, is measured by the amount of commercial time which can be sold. The result is that skill or determination in time sales becomes the dominant consideration in selecting hosts on local children's programs. It is very unusual for one person to combine the qualities which make for a good time salesman and the qualities which make for a good programmer for children.

Furthermore, a program host who deals directly with advertisers necessarily finds himself in the position of trying to impress a new account with his ability to move a product or trying to restore the confidence of a dissatisfied one. Thus, it is not surprising that much of the program content between cartoons and commercials consists of platitudeness improvisations on themes suggested by the commercials. We believe that the Commission's inquiry should include the qualifications and other duties of hosts on children's programs.

Overall Programming - The Barcus Study

In an attempt to get at an overall view of the content of children's programming, ACT commissioned a more extensive study of children's programming. The study covered the full children's programming on four Boston stations on a Saturday morning in May or June of 1971. Three were network affiliated VHF stations. One was a UHF independent station. Copies of this study were released

to the press on September 7, 1971 and subsequently filed with the Commission so that the study would be available for comment. 6/

Before discussing the specific findings of this report, several preliminary points must be made:

1. The study includes current programming scheduled some time after the Commission initiated this Notice of Inquiry, rather than the composite week programming which broadcasters were reluctant to make available.

2. The time of the year was the off season for toy commercials. (See the Jennings study filed by ACT in April, 1970).

3. The programming followed by over a year the initiation of the Surgeon General's studies on the effects of violence in television programming and was produced in compliance with the new industry standards for reduction of violence.

4. The market chosen, Boston, was one in which local programming has been greatly improved as a result of vigorous tactics by ACT for several years.

Program Content

About 89% of program time was entertainment including 70%

6/ See Barcus, Saturday Children's Television, July, 1971.

comedy drama (primarily cartoons).

Programming was mostly animated with 70% of entertainment program and 62% of all program time being animated.

Continued Violence

The most startling finding in the Barcus report was the extent to which sadistic behavior continues to dominate programming and the fact that it is usually treated as harmless and funny.

Most violence was noted in the dominant entertainment program type, comedy drama. The monitors found that 82% of the dramatic program segments contained violence. Thirty per cent were judged to be "saturated with violence" (i.e. violence was almost the only ingredient or was the dominant element in the plot structure). Even the 18% of program segments which contained no actual acts of violence contained chase scenes and other segments in which violence was threatened.

Sadistic Assaults

The most common type of violence (57%) was human violence with weapons. Next came human violence without weapons (37%). Natural and accidental violence amounted to only 25%.

Violence is Funny

An amazing finding was that television violence is seldom harmful. Out of 56 segments with human violence, only three

resulted in any visible or enduring injuries. As Professor Barcus states:

> "This was not due to the gentle nature of the violence, however, since many characters were flattened by rocks, cars, or other objects, blown up by bombs and cannons, and lifted high in the sky by left hooks. They simply seem immune to violence and pop back for the next dose.
>
> In only eight segments were there any permanent deaths or injuries, but even these were not always the result of violence by other characters. Popeye was injured in a fight with an ape, and one enemy agent was shot in the shoulder. An alligator was smashed to pieces and reassembled into pieces of baggage, one cat disintegrated before our eyes, and one canary committed suicide.
>
> Thus, although there is an abundance of violence of all kinds, one if left with the impression that, after all, violence is harmless since very little permanent damage is done to the characters." (Report p. 29).

Another interest discovery was that 23% of the program segments contained laugh tracks.

The chief conclusion which emerges is that the industry's new restrictions on violence mean only that human beings must never be killed or injured.

We are left to wonder about the effect on small children of programming in which human beings are continually assaulting one another with an incredible variety of weapons before a laughing audience with no serious consequences for any one.

Many psychiatrists have suggested that the most common neurosis in the United States is sado-masochism. The television generation is being nurtured on a diet of sado-masochistic games.

Even short exposure to violent episodes appears to have effects on behavior. 7/ The long range effects of this kind of program diet are impossible to judge. However, if commercial broadcasters had any concern for the health of children they would use caution in presenting this kind of programming.

Commercial Effects on Programs

Here again, commercial needs have operated to jeopardize the health of children. Comedy dramas, largely cartoons, draw the largest child audience. The production of cartoons requires expensive equipment, skilled animators, considerable organization, and manufacturing skill. Cartoons are produced by a few large organizations. A few "creative" persons conceive, write, design and dub in all the voices and sounds for most of these programs.

Drama necessarily involves conflict and suspense. Most conflict in life is not physical. It involves ideas and atti-

7/ See Stein & Friedrich, "Television Content and Young Children's Behavior", Pennsylvania State University, National Institute of Mental Health Contract No. HSM 42 70 61, September 1971. Such episodes apparently have a more marked effect on individuals with a predisposition to violent behavior. After a suspenseful Rod Serling program, in which a bomb detonated by a reduction in altitude was planted in a passenger plane, there were a number of telephone calls reporting similar bombs in real aircraft. One person used a real bomb. At the request of the F.A.A., reruns were cancelled.

tudes. Conflicts between child and parent, male and female, rich and poor, employer and employee, majority and minority, strong and weak, are the substance of real life drama. Learning to understand the subtleties of such conflicts is an important part of a child's education. However, precisely because learning of this sort takes time and developing intelligence, programming for it makes intellectual demands upon the child and cannot be uniformly suitable for all ages. It takes thought and a diversity of creative talent to produce such programming. It is much more profitable to hire a hack writer who uses physical conflict as his sole source of drama and to crank out an unending series of chases and assaults like so many sausages from a sausage machine.

Broadcasters are now beginning to promise a new kind of cartoon. An example is the CBS cartoon Scooby-Doo, Where Are You? which is described as a program which which "deals with recognizable young human beings in basic situations rather than the way-out world of the traditional animated cartoon." (See Attachment C). The Scooby-Doo program which was monitored by Dr. Barcus concerned the capture of a frozen caveman. During the program Scooby-Doo's friends are chased by the caveman; they escape to a deserted ship where someone tries to capture them; they then try to capture the caveman. Their trap for him fails and he chases them. Then he falls into a giant clam tank. The caveman then turns out to be Professor Wayne who adopted the caveman disguise in order to steal another scientist's inventions.

Scooby-Doo and his friends are still a long way from Sesame Street.

Another illustration of the real world as seen by broadcasters occurs in the comments of KAKE-TV and Radio, Inc. The program "Little Rascals" is described in the following terms:

> "Certainly there are social values and living lessons presented in many episodes involving the adventures and normal mischief experienced by this racially intergrated group where each is accepted by the other on an equal basis."

On November 12, 1969, a protest against this program was presented to Channel 56, Cambridge, Mass by Curriculum Resources Group, 55 Chapel Street, Newton, Massachusetts. One June 1, 197 a protest against this program was sent on the letterhead of the Boston University School of Communication to FCC Commissioner Johnson, the Governor of Massachusetts, the Mayor of Boston, and the Department of Health, Education and Welfare. The Negro child on this program, "Buckwheat", was described as an offensive stereotyped variety of pickaninny. The program was described as a "intolerable racial indignity".

However, the program has one great virtue - it is cheap.

Diversity of Subject Matter

Even more serious a fault than the predominance of assaults in programming was the poverty and imbalance of the subject matter.

The dominant subject matter of all monitored programming was crime. 28% of program time - twice as much as any other category - was devoted to crime. Supernatural subjects and interpersonal rivalry (i.e. struggles between persons) amounted to 14% each.

In dramatic formats, crime, the supernatural, and interpersonal rivalry accounted for 64% of the time. 5% of such time was devoted to nature or animals, government and public affairs, historical topics and other miscellaneous topics. None of the drama time was classified in the categories of domestic subjects (family, home, etc.), religion, race and nationality, education, historical literature, the fine arts or arts and crafts.

Informational programming presented a different picture. The leading subject areas were science and technology, race and nationalities, literature and the fine arts, and nature and animals. Together these subjects accounted for two-thirds of all information programming.

ACT has never advocated the kind of programming which presents models which are too perfect to prepare a child for the real world. ACT has never advocated any governmental control

over program content. 8/ However, ACT does urge that programmers be shielded from the commercial pressures which themselves exercise a pernicious form of private censorship over program content.

As the Supreme Court said in Red Lion:

"It is the right of the public to receive suitable access to social, political, esthetic, moral, and other ideas and experiences which is crucial here. That right may not constitutionally be abridged either by Congress or by the FCC."

. . .

"There is no sanctuary in the First Amendment for unlimited private censorship operating in a medium not open to all. 'Freedom of the press from governmental interference under the First Amendment does not sanction repression of that freedom by private interests.' Associated Press v. United States, 326 U.S. 1, 20, 65 S.Ct 1416, 1425, 89 L.Ed. 2013 (1945)."

See Red Lion Broadcast Company v. FCC 395 U.S. 396 at 390, 392.

8/ Regulation to require that all segments of the population are served is not censorship of content.

Commercial Content.

The study found that commercial content ranged between 17% and 25%. The average was almost 19%. However, overall about 23% was devoted to non-program matter. The unsold time was filled with promos and public service announcements.

Apparently commercial time within programs sold better than commercial time between programs. 70% of the announcements within programs were commercials. Only 32% of announcements between programs were commercials. Perhaps the greater salability of time in suspenseful breaks accounts for the current practice of scheduling six commercial breaks per hour.

There were 406 commercials in 1125 minutes of total time - one commercial for each 2.8 minutes. Four product categories accounted for about 80% of all commercials, about 20% each. These were toys, cereals, candy/sweets, and other food/snacks.

None of the toy commercials were animated. However, there was some animation in most of the other commercials.

Examples were found of many commercial practices which have been widely criticized such as tie-ins with programs, endorsements by celebrities, misleading visual devices, premium offers, and qualifiers. Premiums were used most frequently to sell cereals. When premiums are used, the emphasis of the commercial is almost entirely on the premium rather than the product.

There was little product information in any of the commercials. The commercials were found to reinforce racial and sexual stereotypes.

The Roper Poll

A number of broadcasters have cited a recent survey by the Roper Organization, Inc. as evidence for the proposition that the public is satisfied with children's commercials. It is claimed that 74% of the population answered that it is alright to have them and only 18% said there should be no commercials. The 1971 study was conducted by a new firm headed by Burns Roper and was commissioned by the Television Information Office. The results were obtained by asking the following question:

> "Now I'd like to ask you about commercials on children's television programs - and I mean all kinds of children's programs. Some people think there should be no commercials in any kind of children's programs because they feel children can be too easily influenced. Other people, while perhaps objecting to certain commercials, by and large see no harm in them and think children learn from some of them. How do you feel - that there should be no commercials on any children's programs or that it is all right to have them if they don't take unfair advantage of children?"

This question should be studied because it is carefully designed to elicit the answers it achieved. There are at least six separate suggestions in the questions that only an extremist would fail to give the desired answer.

First the questioner emphasizes that he means "all kinds of children's programs". Then to make sure the point is grasped, he reiterates "some people think there should be no commercials in any kind of children's programs. 9/ As against this uncompromising attitude the questioner opposes a more moderate one:

> "Other people, while perhaps objecting to certain commercials, by and large, see no harm in them and think children learn from some of them."

The interviewee can hardly fail to associate himself with this moderate group unless he thinks that virtually every commercial is bad. Then the interviewee is asked "How do you feel - that there should be no commercials on any children's programs or that it is all right to have them if they don't take unfair advantage of children?"

This final sentence is a masterpiece. It recalls the twice-repeated suggestion that the opponents of commercials are taking an extreme position and it deprives them of their principal argument - that children are not able to deal with commercials. 10/ The final qualification almost begs the interviewee to give the desired answer.

Mr. Roper has been in the public opinion polling business for many years, and he knows how to ask a fair question if he wants to. We do not believe that such an outrageously argumen-

9/ The ACT proposals relate only to programs primarily intended for children under the age of 13 years. Broadcasters have opposed any commercial limitations on any children's programs.

10/ See Attachment D.

tative question would have been used unless more balanced questions had been tested and had failed to produce the desired answer. We think the extreme tactics used here are further proof that the American people are fed up with the exploitation of their children by television commercials. We submit that the Commission should attend to the views of disinterested sources. Margaret English, writing in Look Magazine says of the new season:

> "So three hours of Saturday morning Edvid will be surrounded by 12 hours of the same old relaxing, entertaining Kidvid mayhem. But it's a start. Furthermore, the networks promise a softening of hard-sell ads and fewer kid-show characters (live or cartoon) shilling for cereals, vitamins and toys. It sounds promising, but the industry is known for its promise. If Edvid doesn't sell, it's back to Dastardly and Muttley."
>
> . . .
>
> "We might even try setting an example by refusing to watch adult junk. Finally, we too can nag the FCC and the networks. The ACT ladies alone can't go on fighting for our kids forever."

Joseph Morgenstern summarized the case in Newsweek (August 16, 1971 p. 9):

> "If [American children] must learn consumer skills, let them learn in an intelligent, efficient way from child-oriented programs. For the rest, let them be free to pick up all the information and delight they can find without fear of booby traps. The proper number of commercials per children's hour is none."

The Need for Regulation

As a result of the enormous pressures which have been exerted, a little tangible progress has been made in improving children's programming and curbing over-commercialization.

Ideal Toy Corporation has announced that it will not run any more commercials during the Saturday and Sunday morning children's programs. Instead, it will place all of its TV spending on family type programs. New York Times, August 30, 1971.

NBC has announced a new series of daily half hour programs aimed at children aged 3 to 6. The programs will "present a balanced format of educational and entertainment material, with the primary accent on learning". The program will not be available for network sale but will be distributed to affiliates. New York Times, July 20, 1971.

There has been some experimentation with the kind of commercials favored by ACT, e.g. the Health Tex commercials on the NBC special "Babar Comes to America". These modest steps, if more widely copied, would improve children's programming materially.

But history proves that when the pressure is relaxed, children's programming will revert to the long term trend. See our principal comments, pp 3-4. That trend is toward the concentration of all children's programming in the few short hours known

as the "Kidvid ghetto" and a steady reduction in the diversity of program content. See our principal comments, pp 37-8.

The competitive pressures are such that even the most sympathetic and well-intentioned broadcaster cannot long resist.

At the present time, an elaborate game is being played. Advertisers are strongly supporting a reduction in commercial clutter, an improvement in program quality and increased discrimination in programming to different age groups. However they expect to pay the same cost per thousand, while they benefit from less clutter and better recall, more accurate demographics and better brand image. Broadcasters are understandably reluctant to bear the full burden themselves.

The networks nervously eye their competitors' program plans, commit to short program series, and match their quality programs in the same time periods. Broadcasters and advertisers alike might benefit from a larger total audience and more accurate demographics if the three networks programmed for three different age groups in the same time period. But who would ensure that the competitors do not cheat?

Plans are announced whereby networks can produce better programming and put the economic burden on their affiliates.

Only one thing is clear and that is that no single organization, even a network, can make effect any major improvement by itself. All would benefit if the Commission would adopt rules which would insure that the necessary improvements were made by all.

Conclusion

Chief Justice Burger has referred to "our national tradition that public response is the most reliable test of ideas and performance in broadcasting as in most areas of life". Office of Communication of the United Church of Christ v. FCC, 359 F.2d 994 at 1003 (D.C. Cir. 1965).

The ACT proposals have been supported by virtually every disinterested person and organization which has expressed an opinion. The issue involves the most fundamental values in our society. The Commission should heed the will of the people.

Respectfully submitted,

ACTION FOR CHILDREN'S TELEVISION

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October 1, 1971

ATTACHMENT A

ROMPER ROOM: AN ANALYSIS

Prepared for

Action for Children's Television

by

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September, 1971

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Introduction

One of the popular TV programs designed for children is Romper Room, a program for the pre-school child. The format is designed so that female hostesses in various communities across the country may present a local, live program in the community. The program generally includes a half-dozen pre-school children invited into a studio which resembles a classroom, with desks, a reading area, and a play area. The hostess takes the role of teacher, referring to the studio setting as the "Romper Room School."

It is one of these local programs with which this study is concerned.* It is not known how representative this program is of the many "Romper Rooms" on the air, and any conclusions in the following report are not meant to be generalized to all such similar programs.

Purposes and Procedures

The major purpose of the analysis was to classify and describe in a systematic and statistical manner the various elements which make up the program. More specifically, the study was designed to answer the following questions:

1. How much of the program time is spent in playing with, displaying, or demonstrating brand-name toys?

2. How much time is devoted to other activities such as LESSONS, READING, PRAYER, PLAYING GAMES, and so forth?

3. How much of the program time is "live" and how much is "recorded?"

---

* The research was supported by a small grant from Action for Children's Television, whose help is gratefully acknowledged.

4. How much time is devoted to commercial announcements on behalf of sponsors or products and promotional announcements for the program?

5. Do any of the commercial announcements exceed the customary 60-seconds length for announcements?

6. To what extent does the hostess of the program a) give commercial announcements herself, or b) lend her support to products or companies by introducing or concluding commercial announcements?

7. Since the program name "Romper Room" is also used as a brand-name for Romper Room toys, and since there is als a corporate connection between Romper Room and Hasbro toys, to what extent are such names or products mentioned or advertised on the program in a) regular commercial announcements, b) plugs or mentions during the course of the program, or c) showing or playing with them during the course of the program?

Video-tape recordings of the Romper Room program carried by TV station WEMT, Bangor, Maine were furnished by Action for Children's Television (ACT). The tapes covered one week of programs from Monday, March 8, 1971 through Friday, March 12, 1971. In total, this represented 225 scheduled minutes of programming. The present analysis, done from video-tape recordings, is based on approximately 220 minutes.*

The procedures used were fairly simple. The first step involved two monitors who viewed all programming, first running and re-running the tapes to obtain accurate descriptions of program elements includin types of activities, brand names, and accurate quotations by the hoste of the program. The second step involved re-monitoring the material

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* A brief explanation should be provided. The opening 4 or 5 minutes of the Monday and Wednesday programs were not recorded on the tapes. On the other three days, the tapes ran about one minute over the scheduled 45 minutes per day. There is no way of determining whether the originally aired program ran the scheduled 45 minutes, of course. In any event, the discrepancy between the originally-aired program and the video tape timings is minimal and should not affect any of the major findings based on the data.

to time each segment and total program time, at the same time editing the original monitoring descriptions. All material was timed to the neares five seconds by use of a sweep-second-hand clock. Segments were then classified by type of activity (see Appendix A for program segment classifications). Finally, tabulation and analysis was completed from the original monitoring records.*

An Overall View of the Elements of The Romper Room Program

For detailed study, the reader should refer to Appendix B, a chart of the basic activities of the program on a minute-by-minute and day-by-day basis. The complete log and description of these activities are given in Appendix C. Summary Tables 1 and 2, which follow, present the activities in statistical form--in both minutes of time and percentage terms.

For the total week, more than one-third (36%) of all program time was spent in TOY PLAY--that is, in playing with, demonstrating, or exhibiting various brand-name manufactured toys in other than identifiable commercial announcements. Second most frequent activity was LESSONS, followed by CARTOONS, GAMES played without the aid of toys, READING aloud to children, and MISCELLANEOUS TALK by the hostess. These five activities combined accounted for about one-half (49%) of all program time.

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* Mss. Carol Springer and Gloria Chapman, both graduate students in Communication Research did the bulk of the monitoring for the study. I wish to formally thank them here.

Table 1

Summary Table: Minutes of Time Devoted To Various Activities, by Day of the Week

(in minutes) (a)

Segment Codes (b)	Monday	Tuesday	Wednesday	Thursday	Friday	Total Week
Program Activities:						
TOY PLAY	5.50	25.91	9.84	26.09	12.08	79.42
GAMES	12.34	2.34	5.33	--	--	20.51
LESSONS	1.33	1.17	14.92	--	14.08	31.50
READING	5.67	4.58	--	7.08	--	17.33
PLEDGE	(c)	1.33	(c)	.50	.84	2.67
PRAYER	.91	.50	.75	.92	.75	3.83
MISC. TALK	2.84	.58	1.00	1.58	7.67	13.67
FILM	2.84	--	--	--	--	2.84
CARTOONS	4.50	4.84	4.50	4.42	4.58	22.84
CREDITS	.91	1.16	.58	.92	1.08	4.65
Totals	36.84	42.91	36.92	41.51	41.08	199.26
Commercial Material:						
CA-FILM	2.08	2.08	2.08	2.00	2.00	10.24
CA-HOST	1.25	--	1.00	1.42	2.33	6.00
CA TIE-INS	.08	.34	.08	.25	.17	.92
PROGRAM PROMOS	.50	.75	.67	1.00	.42	3.34
Totals	3.91	3.17	3.83	4.67	4.92	20.50
TOTAL TIME (MIN.)	40.75	46.08	40.75	46.18	46.00	219.76

(a) For computational purposes all times were measured in minutes and decimals. Thus, 5 seconds = .08 minutes; 10 seconds = .17 minutes; 30 seconds = .50 minutes, and so forth.

(b) See Appendix A for explanation of segment codes.

(c) The brief "Pledge of Allegiance" segment appears in the first few minutes of the program and was not available on the tapes for Monday and Wednesday.

Table 2

Summary Table: Percent of Time Devoted
To Various Activities, by Day of the Week

(in percent)

Segment Codes (a)	Monday	Tuesday	Wednesday	Thursday	Friday	Total Week
Program Activities:						
TOY PLAY	14%	56%	24%	57%	26%	36%
GAMES	30	6	13	-	-	10
LESSONS	3	3	37	-	30	14
READING	14	10	-	15	-	8
PLEDGE	(b)	3	(b)	1	2	1
PRAYER	2	1	2	2	2	2
MISC. TALK	7	1	3	3	17	6
FILM	7	-	-	-	-	1
CARTOONS	11	11	11	10	10	11
CREDITS	2	2	1	2	2	2
Totals	90%	93%	91%	90%	89%	91%
Commercial Material:						
CA-FILM	5	4	5	4	4	55
CA-HOST	3	-	2	3	5	3
CA TIE-INS	(c)	1	(c)	1	(c)	(c)
PROGRAM PROMOS	1	2	2	2	1	1
Totals	10%	7%	9%	10%	11%	9%
TOTAL TIME (%)	100%	100%	100%	100%	100%	100%
BASE (minutes)	(40.75)	(46.08)	(40.75)	(46.18)	(46.00)	(219.76)

(a) See Appendix A for explanation of segment codes.

(b) The "Pledge of Allegiance" segment not on tape for Monday and Wednesday.

(c) Less than 0.5%.

The amount of time devoted to different activities varied extremely from day to day. TOY PLAY, for example, was lowest on Monday (accounting for 14% of the time) and highest on Tuesday and Thursday (56 and 57% of program time). Similarly, GAMES, LESSONS, and READING combined were highest on Monday and Wednesday (47% and 50%, respectively), when TOY PLAY was the lowest.

Approximately 81% of all time was "live" from the studio, with the remaining 19% devoted to recorded material, comprised of FILM, CARTOONS, filmed commercials (CA-FILM), and CREDITS.

Formal commercial product announcements and program promotion ranged from seven to 11% of total time on various days, and averaged to nine percent for the week.

Commercial Aspects of Romper Room

Commercial content of Romper Room may be considered as low as nine percent or as high as 47% for the week, depending upon how one interprets what constitutes "commercial content." If one includes only the identifiable commercial announcements, the week's average was nine percent. If one includes TOY PLAY, in which many toy products are often prominently displayed and demonstrated; CREDITS, in which the Romper Room "Jack-in-the-box" (also a purchasable toy) is prominently displayed, as well as commercial credits which are given to a fashion store and hair stylist; plus all formal commercial announcements,

then 47% of the time for the week is devoted to commercial content.

On a day-by-day basis, this combined commercial content ranges from a low of 26% on Monday to 69% on Thursday.

The above figures do not include several other mentions (PLUGS) for the name "Romper Room" or "Romper Room School," nor plugs for products in other than TOY PLAY segments, which were not timed separately.

Commercial Announcements

In the five-day sample, there were a total of 20 commercial sponso or product announcements, including 13 for toys, five for dairy products, and two for a local auto sales dealer. In addition, there were five PROMOS for the Romper Room program, for a total of 25 announcements consuming about 19½ minutes of time (Table 3).

Table 3
Number of, and Time Devoted to Commercial Announcements, by Type

Type	Number	Minutes of Time
Toy Products	13	8.25
Dairy Company	5	5.24
Auto Sales	2	2.75
Program Promos	5	3.34

Integration of Commercial and Program Material

This Romper Room program utilized several devices by which products are integrated into program material:

1. Playing with, demonstrating, or displaying brand-name toys.
2. Verbal lead-ins or follow-ups to commercial announcements by the hostess of program.
3. Commercial announcements given by the hostess.
4. Frequent mentions of the name "Romper Room."
5. Plugs or mentions of products, companies or toys.

Toy Play

Twenty different toys were involved in the TOY PLAY segments. Of these, 15 could be identified as either Romper Room or Hasbro products. A list of these toys follows:

LIST OF TOYS USED IN 'TOY PLAY' SEGMENTS

Identifiable Romper Room or Hasbro Toys:

Happy Jack Punching Clowns
Lite Brite
Magic Teacher Easel
Catchò
Galluping broomstick horses
Look 'n See Board
'Roundabout' Building Blocks
Romper Room Coloring Book and Crayons
Happy Jack and Mr. Do-bee hand puppets
Jolly Polly Building Blocks
Scoop-A-Loop
Cowboy doll on horse
Knight with armor on horse
Ray and Wendy at the Zoo (stick-ons)

Other Toys (not identified):

Jingle Fingers
Bouncing balls
Toy house on wheels with Goldilocks and 3 bears.
Drum and Indian headdress
Store (with stick-ons)

"Integration" of these toys into the program is not only a matter of playing with them in TOY PLAY segments. The hostess of the program often describes the toys in special terms -- e.g., "a very special light toy" (Lite Brite toy). She also urges children at home to join in the play, which is sometimes not possible without having the toy -- e.g., "We want the boys and girls at home to play." (Scoop-A-Loop toy). A specific example of this took place on Wednesday when, after a six-minute play segment with "Catcho" (plastic ball caught with a stick), the hostess leads into a PROMO by saying: "Children at home, would you like to play Catcho? . . . We'd like to play our games, sing our songs, and learn all the wonderful things we learn at Romper Room School right along with you." She also points out details of the toys and tells one child: "Let's hold it up on the desk so that everybody at home can see it."

Another technique which is used is the giving of a commercial announcement for a toy which has previously been used in a TOY PLAY segment. On Tuesday, for example, the Hasbro Lite-Brite toy is demonstrated by the hostess and a child. On Wednesday, the hostess gives a one-minute commercial announcement for this toy. This technique is analogous to a magazine running a feature story on some

product or company one week and then carrying a full-page ad the following week (a suspected and questionable practice in the trade publication field).

One additional example will illustrate yet another means of product integration -- a kind of three-way tie-in. The "Safety Chief Cars" (an open cardboard box with a car painted on it, and which one gets inside and runs around) are used in a Tuesday TOY PLAY segment. This toy is used as a free premium offer for a local auto sales dealer on Thursday and Friday. The idea is that the children should bring their parents to the dealer to buy a car and the children will get the premium free (see Appendix C for details of this commercial).

Hostess Tie-ins to Commercial Announcements

On six occasions the hostess of the show gave short commercial "tie-ins." These are relatively unimportant in terms of total time since they account for only about one-minute of time for the week. However, this is one method by which approval of products or companies may be given by program personnel. In five cases this amounted to a lead-in to a dairy company commercial. In another it followed two 30-second Hasbro toy commercials (see Tuesday, Appendix C).

Hostess-Given Commercials

A more direct method of lending the prestige and personality of the hostess to a commercial product is the host-given commercial (CA-HOST). Five of the 20 product commercials and all of the PROMO'S

were host-given announcements (accompanied with slides or other visuals). Three of the product commercials were for Hasbro-Romper Room toys, the other two for a local auto sales dealer (including, however, the Romper Room "Safety Chief Car" premium for the child). (See Table 4).

Table 4
List of Commercial Announcements by
Product or Company, Source, Times Aired, and Total Time

Company or Product	Source	Times Aired	Total Time (minutes)
Toys:			
Gumball Banks (Hasbro)	Film	4	2.00
Mr. Potato Head (Hasbro)	Film	4	2.00
Mr. Magnet Man (Romper Room)	Film	2	1.00
Show 'n Tell Record Player (RR)	Host	1	1.25
Lite-Brite (Hasbro)	Host	1	1.00
Mr. Do-bee and Happy Jack Puppets (RR)	Host	1	1.00
Other Products:			
Pleasant Hill Dairy	Film	5	5.24
Moir Auto Sales	Host	2	2.75
Program Promos:			
Romper Room School	Host	5	3.34
Totals		25	19.58

Three commercial announcements exceeded the customary 60-second length. All were host-given commercials -- two for Moir Auto Sales, and one for the "Show 'n Tell" record player.

Plugs or Mentions of Names and Products

Twenty-four different proper names or names of toys (not necessarily identified by manufacturer, however) were counted, with

a total of 48 mentions.* A list of these follows:

LIST OF PLUGS**

	Mentions
Romper Room, Romper Room School	11
Pleasant Hill Dairy (Tropicana Orange Juice)	5
Continental Coiffures (Bangor House)	5
Hood College	5
Catcho	2
Roundabout Building Blocks	2
Romper Room Animal Friends Film	1
Wonder Books	1
Beeline Fashions	1
Punch Ball	1
Toy house	1
Lite-Brite	1
Drum and Indian headdress	1
Cowboy doll on horse	1
Knight with armor on horse	1
Safety Chief Cars	1
Magic Teacher Easel	1
Look 'n See Board	1
Romper Room Coloring Book and Crayons	1
Happy Jack and Mr. Do-bee (stick-ons)	1
Jolly Polly Building Blocks	1
Ray and Wendy at the Zoo (stick-ons)	1
Jingle Fingers	1
Scoop-A-Loop	1
Total	48

Mentions of names may sometimes be necessary to identify toys or other products. Or, at times they may be unplanned, casual reference But such consistent references as occurred during the PRAYER segment: ". . . Now you may have your Tropicana Orange Juice from the Pleasant

*This is most likely an underestimate of total mentions for several reasons: 1) toy names which may have been mentioned more than once in one short segment were sometimes counted as only one mention, 2) the name "Romper Room" or "Romper Room School" was mentioned frequently and monitors may have failed to note every mention. (It would require almost a complete transcript of the audio to accurately catch every mention) 3) visuals of the name "Romper Room" in the opening and closing credit "Jack-in-the-box" segments were not counted, and 4) other visual representations were not systematically noted (e.g., names on the wall or in the background, toys on the shelves, etc.).

**I.e., mentions of names or products not in formal commercial announcements, or name of Romper Room not including formal Promos.

Hill Dairy," would seem neither necessary nor casual.

Summary and Conclusions

We have examined in the preceding pages some of the content of one Romper Room program in Bangor, Maine. The purpose was to describe the various elements and activities of the program and to focus on some of the commercial practices.

Other elements perhaps could and should be studied. Although I do not feel qualified to discuss the educational aspects of the program, most certainly there is an attempt to train the child's mind as well as his physical coordination in the LESSONS, GAMES, and PLAY segments. Entertainment is also provided in CARTOON segments and in other play activities. A further evaluation of these factors as well as the "teacher's" inter-relationships with the children and educational approaches used could well be undertaken.

Comments on the extent of TOY PLAY in the program are not intended to imply that such play is necessarily helpful or harmful to the child. What is disturbing is the emphasis often placed on the toys and the degree to which there is an integration of commercial toy products and program activities.

In addition, all of the toys -- in either play segments or commercial announcements -- which could be identified by manufacturer were Hasbro or Romper Room toys. This pattern seems too outstanding to be mere coincidence. Were such toys chosen solely on the basis of

their educational or other unique qualities, it is almost certain other manufacturers' products would have been selected as well.

It is therefore difficult not to conclude, on the basis of the data of this study, that a major purpose of the program is to promote its toy products.

APPENDIX A
ROMPER ROOM SEGMENT CODES AND DEFINITIONS

TOY PLAY — Hostess and child guests play with or demonstrate brand-name toys ("Brand name" toys is used here to mean any recognizable manufactured toy or other device which is for sale in stores). Toys may or may not be identified by name. All such toys are underlined in the "Segment Summary" section (see Appendix C). Those in which name of toy or manufacturer is given verbally or visually are identified as such in the "Segment Summary". (Examples: throwing and catching bouncing balls, playing with puppets, hitting punching clowns, showing and telling about toys children have, playing with "Catchoball," or "Scoop-A-Loop."

GAME — Hostess and child guests play games or engage in other physical play activity without using manufactured or brand-name toys. (Examples: follow the leader; running, jumping, and waving arms; "listen and do," in which hostess tells children to listen to three things to do and then do them in order; "Simon Says ..."; and so forth.

LESSONS — Includes lectures, advice, or admonition to children in studio and at home (Example: "do be a good medicine taker" when mommy tells you to). Also includes writing letters of the alphabet at desks, guessing names of animals, and other instructional exercises.

READING — Hostess reads stories from a book while camera focuses on pages of the book. Name of book and publisher is noted if given.

MISC. TALK — Hostess talking to children at home, giving children's names and birthdays, showing pictures sent in, etc. Includes also hostess introducing different program elements, making verbal transitions from one segment to another (excluding "tie-ins" to commercial announcements), and closing the program.

PLEDGE — Standard segment near beginning of the program in which children and hostess recite the pledge of allegiance.

PRAYER — Standard segment of this program in which children wash hands, sit, say a short prayer, and drink orange juice or milk.

FILM — Filmed segments (excluding commercial announcements). Non-animated.

CARTOON — Animated film.

CREDITS — Introductory material or closing credits accompanied by visuals, including slides showing name of program with musical accompaniment, as well as other slides giving credits to commercial and non-commercial institutions (e.g., Hood College, Hostess' hair styles by..., etc.).

CA-FILM — Commercial announcements on film.

CA-HOST — Commercial announcements given by hostess with or without visuals. May be live or on film.

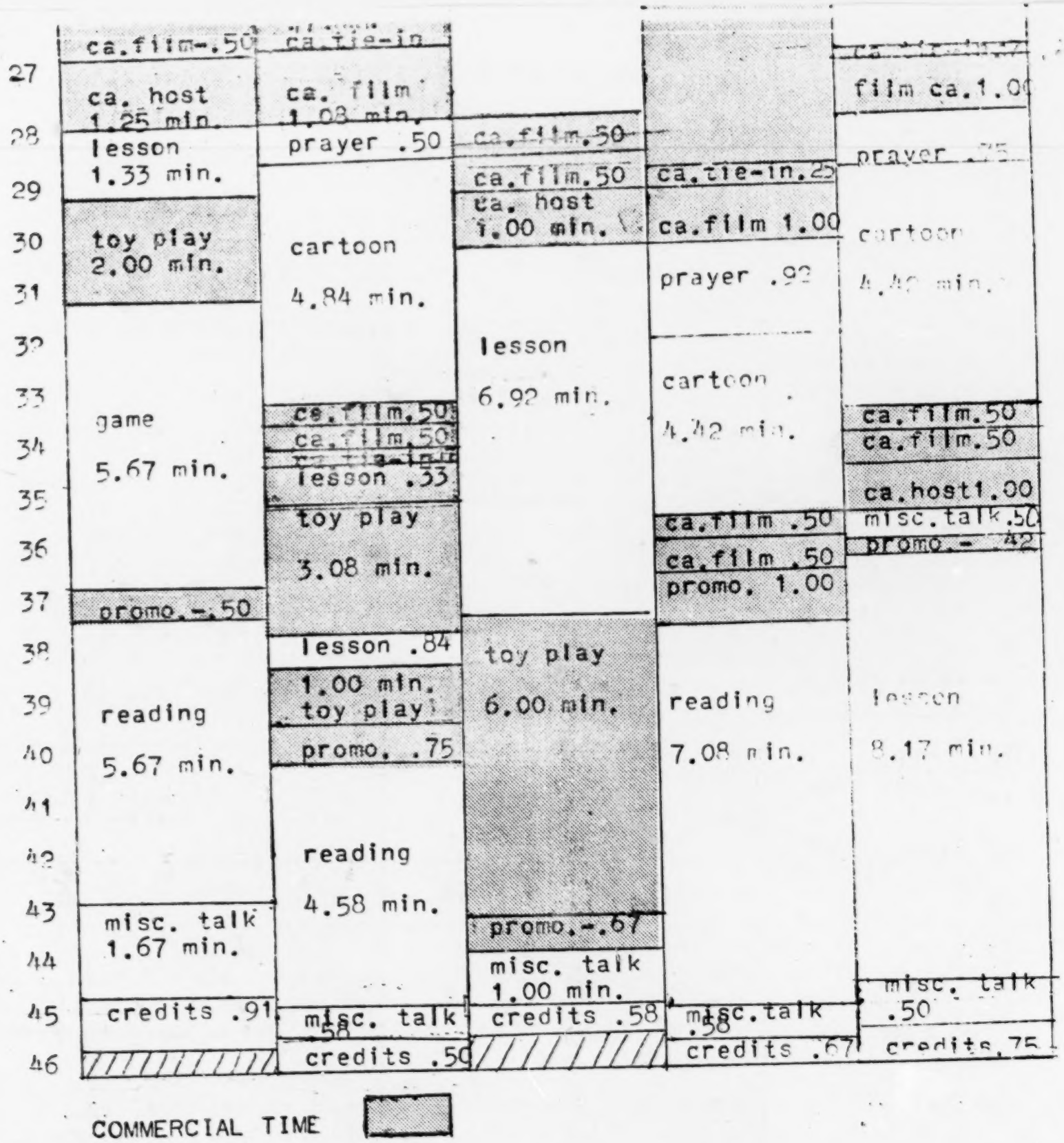
CA TIE-IN — Introductions of or follow-up comments to filmed commercials.

PROMO — Identifiable segment in which hostess explains how children may appear on the program.

(PLUG) — Mentions of products or companies by name in other than formal commercial announcements. Also includes plugs for Romper Room program. (Plugs are not timed, since they are only brief mentions during the program. They are noted in the margin to Appendix C).

APPENDIX B: ROMPER ROOM -- ABBREVIATED LOG

MINUTE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
0					
1	(not on tape-approx. 5.00 min.)	credits-.66	(not on tape-approx. 5.00 min.)	credits-.25	credits-.33
2		pledge-1.33		misc. talk 1.00 min.	misc. talk 2.67 min.
3		toy play 6.33 min.		pledge-.50	
4				toy play 10.75 min.	pledge-.84
5					
6	toy play 3.50 min.		game 5.33 min.		toy play 6.25 min.
7					
8					
9	misc. talk .67 min.				
10	film 2.84 min.	toy play 15.50 min.			ca.-host 1.33 min.
11					
12	m. talk-.50		lesson 8.00 min.		misc. talk 4.00 min.
13					
14	game 6.67 min.			toy play 5.84 min.	
15					
16					toy play 5.83 min.
17					
18					
19	ca. tie-.08		toy play 3.84 min.	ca.- host 1.42 min.	
20	ca. film 1.08				
21	prayer-.91			toy play 9.50	
22					
23	cartoon 4.50 min.		ca. film 1.08		lesson 5.91 min.
24			prayer-.75		
25		game 2.84 min.	cartoon 4.50 min.		
26	ca.film.50				


ca.film-.50
ca.tie-in
ca. host 1.25 min.
ca. film 1.08 min.
lesson 1.33 min.
prayer .50
ca.film.50
ca.film.50
ca. host 1.00 min.
ca.tie-in.25
ca.film 1.00
film ca.1.00
prayer .75
toy play 2.00 min.
cartoon 4.84 min.
prayer .92
cartoon 4.42 min.
cartoon 4.42 min.
lesson 6.92 min.
game 5.67 min.
ca.film.50
ca.film.50
ca.tie-in
lesson .33
ca.film.50
ca.film.50
ca.host1.00
misc.talk.50
promo.- .42
toy play 3.08 min.
ca.film .50
ca.film .50
promo. 1.00
promo.-.50
lesson .84
1.00 min. toy play
promo. .75
toy play 6.00 min.
reading 5.67 min.
reading 7.08 min.
lesson 8.17 min.
reading 4.58 min.
misc. talk 1.67 min.
promo.-.67
misc. talk 1.00 min.
credits .91
misc. talk .58
credits .58
misc.talk .58
misc. talk .50
credits .59
credits .67
credits .75
COMMERCIAL TIME

APPENDIX C. COMPLETE ROMPER ROOM LOG

Segment Code	Length* (min.)	Segment Summary
		MONDAY, 3/8/71
---	(5.00)	(Approximately 5 minutes at beginning of program not available on tape.)
TOY PLAY	3.50	Tape begins with Hostess (H) and 3 small girls who bounce, toss, and catch large bouncing balls while music plays. Then they put balls away.
MISC. TALK	.67	H: "We have very special friends in Romper Room School this morning." "We have other friends in Romper Room School." Introduces Romper Room's animal friends (introduction to film which follows).
FILM	2.84	Animal film from Lion Country Safari, a zoo without cages in Florida.
MISC. TALK	.50	H: "We want to thank the very good people at Lion Country Safari at West Palm Beach for sending us this very special new Romper Room Animal Friends Film." "... Maybe someday if you visit Florida, you'll be able to see the lions at that very special zoo."
	(PLUG)	
GAME	6.67	H. plays follow the leader with 3 girls and 2 boys. They run, jump, hop, clap and wave hands and arms, then they go back to their chairs.
CA TIE-IN	.08	H: "Listen, everybody, I think I hear a 'moo.' That's right, it's our good friend Daisy."
CA-FILM	1.08	Filmed commercial of milk processing at Pleasant Hill Dairy.
PRAYER	.91	H. asks children to clean hands before their snack. Then, together they say prayer: "God is great, God is good, let us thank him for our food. Amen. And now you may have your orange juice from the Pleasant Hill Dairy." (Introduces cartoon: "Here we go with a cartoon show.")
	(PLUG)	

*For computational purposes all times are in minutes and fractions, timed to the nearest 5 seconds (e.g., 3.50 = three and one-half minutes; 2.84 = two minutes and fifty seconds, etc.).

Romper Room Log, continued (Monday 3/8/71)

CARTOON	4.50	Cartoon with King Leonardo and Odie who decide to move treasure by train to the royal vault. Itchy brother overhears and he and friend plan to rob train. He is discovered in train and chased through train to caboose. Itchy releases caboose with King and Odie in it and they roll downhill. They are knocked off caboose and take side car back to stolen train. King and Odie throw painted gold at robbers since Odie had concealed real gold in coal bin. Gold is safely put in vault; Itchy and friend safely put in jail. Brings peace to the land.
CA-FILM	.50	Gumball Banks--Mickey Mouse, Popeye, Bozo figures available. "Gumball Banks from Hasbro."
CA-FILM	.50	Mr. Potato Head. New. Donald Duck and Bozo the Clown. Three children in CA. "Mr. Potato Head toys, from Hasbro."
CA-HOST	1.25	H. gives commercial for Romper Room Show 'n Tell Record Player ... "another very special Romper Room Toy." "You know we have show and tell in Romper Room School?" (Record player has color film strips to see and hear story.) Described as "hours of fun," "be learning about new people and places," and "you'll have so much fun with your very special 'Show 'n Tell.'"
LESSON	1.33	H. talks about Mr. Do-bee: "Be a good medicine taker, not a medicine fussy." "Only take medicine when mommy or daddy gives it to you--they know how much will make you well."
TOY PLAY	2.00	H. hands out puppets (Romper Room product, but no verbal mention here). Five children hide behind table and chairs and work puppets while "Mr. Music" (record) plays the "Do-bee song." Put puppets away.

Romper Room Log, continued (Monday 3/8/71)

GAME	5.67	H. tells children they must have their ears turned on because she will try to trick them. They play "Simon Says" with H. leading them. At end, "Simon says tiptoe to the storybook corner."
PROMO	.50	H. asks audience if they'd like to be on Romper Room. "Boys and girls, all you have to do to be with us is have mom or dad send a card to the Romper Room School."
READING	5.67	H. reads book. Story: "What's the Matter with that Dog?" Camera attempts to focus on book. Story about dog and doghouse which fell off truck. Dog jumps into mother's baby carriage, tries to ride lawn mower, ice cream wagon, shopping cart, bus, skate board, running into a policeman. Policeman tries to take dog away when man drives back in truck to pick up his dog. "It's a funny dog that likes to ride in anything or on anything."
MISC. TALK	1.67	H. asks one of children to pass out Wonder Books while she goes to magic mirror. Recites chant: "Romper bomper, stomper boo, tell me, tell me, tell me do, magic mirror, tell me today, did all of my friends have fun at play?" Mentions name of dozen-odd children with birthdays or who are sick. Ends: "We'll see you all tomorrow morning at 9:15 in the Romper Room School."
	(PLUG)	
	(PLUG)	
CREDITS	.91	Verbal credits over visuals of Romper Room jack-in-the-box, Hood College at Maryland, Beeline Fashions, and Continental Coiffures.
	(PLUGS)	

Romper Room Log, continued

TUESDAY, 3/9/71

CREDITS	.33	(Visual) "a local color presentation--Ch. 7" (VO) "This is a channel 7 color presentation."
CREDITS	.33	(Visual) Jack-in-the-box with title "Romper Room" and music.
PLEDGE	1.33	Hostess and 5 children. Introduction, pledge of allegiance with hostess instructing children and all boys and girls at home to put right hand over heart. Recite pledge.
TOY PLAY	6.33	Hostess hands out 5 Romper Room punching clowns (name "RomperRoom" visible on clowns; no verbal mention of toy name). "Now boys and girls at home, we want you to get a punching clown like this, . . or what else can they use?" Asks for suggestions; suggests "What about a Punch Ball?" Children get in circle and hit the punching clowns accompanied by musical record designed for this play.
	(PLUG)	
TOY PLAY	15.50	Hostess says all the children have brought surprises. Surprises are 5 different toys which she has children bring to desk and demonstrate with her.
	(PLUG)	1) Toy house on wheels with Goldilocks and three Bears inside. "Let's show everybody at home." Shows inside of house and chats with kids about Goldilocks story. Demonstrates how bell rings and eyes of house move when it is pulled.
	(PLUG)	2) "A very special light toy" Girl child putspeg in toy (Lite-Brite toy; name not mentioned) and makes picture of horse light light up. Shows other pictures one can make.
	(PLUG)	3) Drum and Indian headdress. Camera on drum, hostess asks names, colors on headdress. Girl beats on drum. Hostess: "Let's hold it up on the desk so that everybody at home can see it."
	(PLUG)	4) Cowboy doll on horse. Demonstrates how cowboy can be taken off horse. Can change his hats. Comes with binoculars, frying pan, bugle, etc.

Romper Room Log, continued (Tuesday, 3/9/71)

	(PLUG)	5) Knight with armor on horse. Demonstrates and shows knife, shield, crossbow, club, sword, and different hats.
GAME	2.84	Hostess and 5 children go to "storybook corner" to play game, "Listen and do." Each child must do three things, but must wait until all instructions are given. e.g., "stand up, jump up and down, and spin around in a circle." After each child has been given instructions and applauded, they all tiptoe back to chairs.
CA TIE-IN	.17	H. says: "Listen everybody, I hear a big 'Moo.' That's right, it's our friend Daisy. Let's listen right now."
CA-FILM	1.08	Filmed commercial for Pleasant Hill Dairy, showing process of producing milk from cow to quart or other container.
PRAYER	.50	H. tells children to have clean hands and faces before eating. Recite prayer: "God is great, God is good, let us thank him for our food. Amen." Says: "Now you may have your Tropicana Orange-Juice from Pleasant Hill Dairy." "Here we go for a cartoon show."
	(PLUG)	
CARTOON	4.84	Cartoon of Tennessee and Chumley who run away from the zoo with intention of working for the circus and seeing the world. Tell circus managers they are trapeze artists; they bungle trapeze job. Lion smashes the chair and pounces on penguin (Tennessee); Chumley fires a gun to scare the lion off. Several lions chase them out of cage; and manager feels sorry for them and lets them run the calliope. (Cartoon cut here).
CA-FILM	.50	Gumball banks in shape of Mickey Mouse, Bozo, Popeye. "Gumball Banks and refills, from Hasbro."
CA-FILM	.50	Musical commercial "Potato Bug, Potato Fish, Potato Bird." Close-ups of children playing with toys. Maker of toy not mentioned here.
CA TIE-IN	.17	Hostess: "Thank you, boys and girls. Remember to look for your Romper Room toys. [illegible]"

Romper Room Log, continued (Tuesday, 3/9/71)

LESSON	.33	Hostess asks children whether they know how to be safety chiefs; reminds children of do-bee lesson of yesterday ("do be a medicine taker, don't be a medicine fussy").
TOY PLAY	3.08 (PLUG)	H. passes out "Safety Chief Cars" (cardboard boxes that children put around them and run in); reminds children to lock doors and buckle seat belts; run around room to music; then stops and introduces each child.
LESSON	.84	H. has children recite with her "don't ever take medicine yourself; let mommy or daddy give it to you."
TOY PLAY	1.00	All run around room some more to music in Safety Chief Cars. Then they put away cars and go to storybook corner.
PROMO	.75	"Boys and girls at home, would you like to be a safety chief? . . . all you have to do to be with us in our school is to ask mommy or daddy to send us a card (visual)...I'll let you know when you can be with us for two whole weeks on the Romper Room School."
READING	4.58	H. reads small book with camera focused on pages. Story about"The Boy who Fooled the Giant." A 9-year old boy named Billy, who was so small his parents wouldn't let him do anything for fear he'd get hurt. Giant ate 100 eggs for breakfast, 100 cows for dinner, drank a river, smashed houses. He was a magic giant who could turn into anything he wanted to be. King offered money to anyone who could get rid of the giant. Billy filled bag with cheese and stone, bird and rock, and wrote a letter telling parents where he was going. Then went and knocked on giant's door, but no answer. (Story continued tomorrow) Boy passes out story books.
MISC. TALK	.58	H. looks through magic mirror at camera: "Romper, bomper, stomper boo, magic mirror tell me do, magic mirror tell me today, did all my friends have fun at play?" Mentions names of half a dozen children.

Romper Room Log, continued (Tuesday, 3/9/71)

	(PLUG)	Says:"We'll see you tomorrow at 9:15 in the Romper Room School."
CREDITS	.50	(Visual) Romper Room jack-in-the-box (music), "Pop goes the Weasel." Credits:"the Department of Education at Hood College in Frederick, Maryland participated in the formulation of and approved the format for the Romper Room program." Credit:
	(PLUG)	"Miss Nancy's hair styles by Continental Coiffures, located in Bangor House."

Romper Room Log, continued.

WEDNESDAY, 3/10/71

(Approximately 5 minutes at beginning of program not taped.)

GAME	5.33	Tape begins with H. and 5 children sawing through imaginary logs and using imaginary nails and hammers and building house. They put imaginary ladder against house to nail roof. H: "You're all such good carpenters."
LESSON	8.00	Guessing names of animals. "Let's all go back to our chairs now and let's play a guessing game;" she tells about an animal and children must guess what it is; (e.g., "animal is member of cat family, lives in Africa, has whiskers and tail, has reddish brown coat, and has stripes.") Boy guesses tiger. H. defines word "camoflage" -- to hide; other animals: Zebra, Giraff, Kangaroo. H: "You may clap for yourselves -- you were very smart this morning, guessing all the animals."
TOY PLAY	3.84 (PLUG)	Go to "Magic Teacher Easel." Cards with pictures on them and children select correct picture to answer certain questions (e.g., pictures of teaspoon, pencil, shovel, ruler -- "which is the longest?").
CA TIE-IN	.08	H: Listen, everybody, I think I hear a 'moo'-- it's our good friend Daisy."
CA-FILM	1.08	Narrated commercial film for Pleasant Hill Dairy. Explains dairy process from cow to carton. Pleasant Hill Dairy makes other things: chocolate milk, cottage cheese, and cream for that delicious whipped cream.
PRAYER	.75	H. asks whether all children have washed hands before refreshments. "Let's fold our hands now, for we want to say our prayer before we have our refreshments. Will you join us at home please? Fold your hands and bow your head. God is great, God is good, let us thank him for our food. Amen. And now you may have your

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Romper Room Log, continued (Wednesday, 3/10/71)

	(PLUG)		Tropicana Orange Juice from the Pleasant Hill Dairy." "Here we go for a cartoon show."
CARTOON	4.50	King	Leonardo cartoon. King does exercises when he hears that Dr. S.O. Essex comes to tell him that he knows the location of the brass monkey. It's very dangerous to fetch it; Odie suggests that they go themselves, since people will love him for it. King and Odie carry canoe on their heads, Leonardo falls into river. Odie jumps in to save him, canoe falls in, and the two get into canoe. Leonardo paddles while Odie navigates; by mistake Leonardo hits Odie with paddle, knocking him unconscious. Around bend is dangerous Monkey Falls. Will Leonardo be able to save them with Odie unconscious? Will he and Odie go over the falls? Is this the end? We'll find out in our next episode, "The Big Falling Out."
CA-FILM	.50		Musical commercial. Song: "Potato bug, potato fish, potato bird ..." Close-ups of toys with children manipulating parts. Two boys, one white, one black. One girl. "Three friends of Mr. Potato Head."
CA-FILM	.50		Mr. Magnet Man. Romper room visual followed by film showing two children playing with Mr. Magnet Man. Narrator: "The thing about Mr. Magnet Man is that before you know it, he's Mr. Magnet Mustache, or..." "Mr. Magnet Man, from Romper Room."
CA-HOST.	1.00	H:	"And now there's another very special Romper Room Toy -- it's our very special Lite-Brite, boys and girls ..." (Toy to create color pictures with light). H: "You can find this and all other Romper Room toys at your local Wilson Store." Close-up of box with picture of Lite-Brite on it.

Romper Room Log, continued (Wednesday, 3/10/71)

LESSON	6.92	Practicing alphabet. "We want the boys and girls at home to get some paper and a pencil or crayon." Practice printing letter "L", small letter "l"; recite alphabet to letter "M"; write capital letter "M" and small letter "m". H: "Boys and girls at home, we hope you'll practice writing your letters also ... and send them to us at the Romper Room School.
	(PLUG)	
TOY PLAY	6.00	H. and children play "Catcho Ball." (No verbal mention of this Romper Room toy, however.) H. gives each child a stick and they line up and catch ball when she throws it.
	(PLUG)	
PROMO	.67	Children got to "storybook corner" as H. says, "Children at home, would you like to play Catcho? ... We'd like to play our games, sing our songs, and learn all the wonderful things we learn at Romper Room School right along with you." Asks that they ask mommy or daddy to send card; "I'll let you know when you can be with us for two whole weeks at the Romper Room School." "Write today."
	(PLUG)	
MISC. TALK	1.00	H. says there is no time for a story today. Books are passed out to 5 children. H. looks through "magic mirror" -- "Romper, bomper, stomper boo, tell me, tell me, tell me, do; magic mirror tell me today, did all my friends have fun at play?" Mentions names of some children. "We'll see you all tomorrow morning at 9:15 in the Romper Room School."
	(PLUG)	
CREDITS	.58	(Visual) Romper Room jack-in-the-box; (Music) "Pop goes the Weasel," (Announcer): "The Department of Education at Hood College in Frederick, Maryland participated in the formulation of and approved the format for the Romper Room Program."
	(PLUG)	(Credit) Continental Coiffures at Bangor House.

Romper Room Log, continued

THURSDAY, 3/11/71

CREDITS	.25	Romper Room visuals, music.
MISC. TALK	1.00	H. welcomes people to Romper Room. Two boys with cowboy hats and pistols, girl with Raggedy Ann doll; one with dressy doll with zipper, snaps and buckles.
PLEDGE	.50	Recite Pledge of Allegiance to flag.
TOY PLAY	10.75	Children are given broomstick horses to visit a special place in Florida, the winter home of the circus. To music, children run around room on broomstick horses; buy tickets, see imaginary lion and liontamer in an imaginary cage. Also see tigers, giraffes, zebras, elephants--all in circus. See imaginary elephant help a lady off his back with his trunk, see tightrope walker, trapeze artists, clowns, and other circus activities. End: "We have to go back to the Romper Room School."
	(PLUG)	
TOY PLAY	5.84	Children go back to chairs and H. shows them pictures of lion tamer, trapeze performers, elephant, tightrope walker, clowns. They play "Look 'n' See" ("Look 'n' See" board has name Romper Room visible at top). H. takes some pictures away and children must guess which are missing. Also scrambles pictures and child must remember proper order.
	(PLUG)	
CA-HOST	1.42	H. gives CA for Moir Auto Sales. For special friends at Romper Room there are Safety Chief cars which can be found at Moir Auto Sales. "Mommy and daddy can find those special Dodge, Plymouth, and Chrysler automobiles. . . Moir for the entire family. And now let me show you what they have for you: Look, it's a Romper Room Safety Chief Car, and it's yours, absolutely free, from your friends at Moir's. All you have to do to get one of these Safety Chief Cars and one of the Romper Room Safety Chief Report Cards is to ask mommy or daddy to go to Moir Auto Sales... Tell them you're a good Romper Room Dobee--they'll give you the report card and your very own Romper Room Safety Chief Car. And while you're there, have mommy or daddy look at those very special Dodge, Plymouth, and Chrysler automobiles..

THURSDAY, 3/11/71

TOY PLAY	9.50	H. shows what children have been doing at their desks. "Rhonda has been using our
	(PLUG)	'Roundabout Building Blocks'," "Trisha has
	(PLUG)	been using our Romper Room Coloring Book
	(PLUG)	and Crayons," another has a store (picture with stick-ons) with Happy Jack & Mr. Do-bee
	(PLUG)	in it. "Craig's been building with our Jolly Polly Building Blocks," making tents
	(PLUG)	for circus animals; "Cindy has Ray and Wendy at the Zoo"--rubbing backs of stick-ons, and pressing on background.
CA TIE-IN	.25	H: "Listen, everybody. I heard a lion, and I heard some monkeys; but now I hear a 'moo.' That's right--it's our friend Daisy."
CA-FILM	1.00	Male narrator of commercial film for Pleasant Hill Dairy, explaining milk processing procedures from cow to carton. "Ask your delivery man about all the Pleasant Hill Products."
PRAYER	.92	H. tells children at home to wash hands and faces. "let's fold our hands and bow our heads for a prayer." (recite same prayer as previous days). "And now you may have
	(PLUG)	your refreshments from the Pleasant Hill Dairy." "Here we go with cartoon show."
CARTOON	4.42	King Leonardo cartoon: "Long Day's Journey into Fright." Leonardo and Odie fall into monkey canyon to find a very valuable brass monkey. Biggy Rat and Itchy Brother had followed them. King and Odie fall from tree. They try to move monkey but it is too big and heavy. Biggy and Itchy steal monkey. Itchy drops rocks on Leonardo and Odie, but they are all right. Since Biggy and Itchy are escaping in motorboat, Odie suggests they capture them at monkey falls. They recapture brass monkey, but Biggy plans to steal it when on display in town. What diabolical new plan does Biggy have? Will the king be caught off-guard? We'll see in the next episode, "Making a Monkey Shine."

Romper Room Log, continued

THURSDAY, 3/11/71

CA-FILM	.50	Gumball Banks. Popeye, Bozo, Mickey Mouse. "See the gumballs go down--watch the pennies go up." "Gumball Banks or refills, by Hasbro."
CA-FILM	.50	Musical commercial: "Potato Bug, Potato Fish, Potato Bird." Close-ups of toys with children manipulating them. Two boys, one white, one black, and one girl described by narrator as "3 friends of Mr. Potato Head."
PROMO	1.00	H. invites children to "play, sing, and learn with us in the Romper Room School." "All you have to do is ask mommy or daddy to write a letter to the Romper Room . . . I'll either write to you or call you to let you know when you can be with us for 2 whole weeks in the Romper Room School."
READING	7.08	H. joins seated children in "storybook corner." Reads: "The Day Joe Went to the Supermarket." Joe meets Mrs. Jones and tells her he is going to supermarket all by himself. Also talks to Bill and Mr. Brown. Joe climbs on watermelon and it rolls to the floor; Mrs. Jones falls on watermelon; some melons roll out the door, followed by boys and Mr. Brown. Joe looks for soap and bumps into pile of pears which fall to floor; Mr. Brown trips on cans and slides into tomatoes, squishing them. Bill falls over boxes Joe has piled up. Joe then looks for Mr. Brown and the cart bumps into him pushing him into a pile of boxes which fall on him. One of the boxes was the soap Joe was looking for. He then buys soap and runs home, telling mother he found the soap all by himself and now can go to the market everyday. Craig passes out storybooks.
MISC. TALK	.58	H. goes to magic mirror and recites chant, names some children at home. "We'll see you all tomorrow morning at 9:15 in the Romper
	(PLUG)	Room School."

Romper Room Log, continued

THURSDAY, 3/11/71

CREDITS	.67	Visual: Romper Room Jack-in-the-box; Music: "Pop Goes the Weasel," Credits: "The department of Education at Hood College in Frederick, Maryland participated in the formulation of and approved the format for the Romper Room
	(PLUG)	Program." Also credit to Continental Coiffures

Romper Room Log, continued

FRIDAY, 3/12/71

CREDITS	.33	Visual: Local 7 color presentation. Verbal: "a Channel 7 color presentation." Romper Room Visual with music.
MISC. TALK	2.67	H. introduces and welcomes children. Camera on H. as she introduces Jennifer and shows what she's been making "with our Roundabout Building Blocks." Another girl shows a rock (hardened lava). H. says: "We've never had a piece of lava here before on Romper Room School."
	(PLUG)	
	(PLUG)	
PLEDGE	.84	H: "All right, everybody. What do we do in the morning to start Romper Room School?" Recite Pledge of Allegiance putting right hand over heart, standing loud and straight with loud voices.
TOY PLAY	6.25 (PLUG)	H. passes out imaginary bumble bee buzzers; also passes out real Jingle Fingers (gloves with bells on fingers). To music, H. and children run around pretending to be bumble bees. H. tells children that bumble bees do more than dance. They work, they make honey, feed baby bees. They run around some more waving hands and jingling the Jingle Fingers gloves.
CA-HOST	1.33	H: "We have some very special friends at Romper Room School. . . we have first of all our Romper Room safety chief and his very special friends that you can meet at Moir Auto Sales. . . . At Moir Auto Sales, mommy and daddy will find those special Dodge, Plymouth, and Chrysler automobiles. . .and now, something special just for you . . . Here's your very own Romper Room Safety Chief car, and it comes to you absolutely free from your friends at Moir Auto Sales. All you have to do to get your free Safety Chief car and your free Mr. Do-bee Safety Chief Report Card is to ask mommy or daddy

Romper Room Log, continued

FRIDAY, 3/12/71

		to take you to Moir Auto Sales . . . be sure to tell them you're a good Romper Room Do-bee and then ask for your free Safety Chief Car. And while you're there, be sure to look at those beautiful Dodge, Plymouth and Chrysler automobiles. Maybe mommy or daddy will find just the car they want. . . "
MISC. TALK	4.00	H. shows pictures that children have done. Theme is things in the sky -- airplanes, rainbows, sun.
TOY PLAY	5.83	H. passes out plastic scoops and all go to play area. She gives instructions as to how
	(PLUG)	to play Scoopaloop (hand held plastic scoop to catch ball and throw it). "We want the boys and girls at home to play." They play the game to music, and when finished, children put scoops away and sit down.
LESSON	5.91	H. tells children they should have colored paper, pastel glue, and toothpicks -- to make toothpick pictures (toothpicks glued to paper) She shows what pictures she has made -- a cowboy on horse for the boys, a church with a steeple for everyone, and dollhouse for the girls. She shows how to make a flower. H. suggests that some children might send their
	(PLUG)	pictures in to "Romper Room, WEMT, Bangor, Maine."
CA TIE-IN	.17	H. says: "I think I hear a 'moo.' That's right, it's our good friend Daisy."
CA-FILM	1.00	Male narrator explains dairy process from cow to container. Pleasant Hill Dairy.
PRAYER	.75	H. reminds children to have clean hands and mouth before eating. They recite prayer.
	(PLUG)	"And now you may have your Tropicana Orange Juice from the Pleasant Hill Dairy. Introduces cartoon.

Romper Room Log, continued

FRIDAY, 3/12/71

CARTOON	4.58	Cartoon, continued from Wednesday: "The Big Falling Out." "In our last episode. . ." King Leonardo in boat was drawn toward the waterfall, tries to wake Odie, and throws anchor to stop canoe, but is pulled out of canoe. They both fall into river and are pursued by alligators to the riverbank. Seeing a sign to monkey canyon, they lower themselves into canyon, and the knot which King has tied becomes untied. They fall into trees, see the brass monkey, but it is much larger than they anticipated and they don't know how to get out. Also, two villains are watching them. "It looks like big trouble for the King and Odie. Be sure to be with us for their next episode."
CA-FILM	.50	Mickey Mouse, Bozo, and Popeye Gumball Banks. Close-ups of banks and children. "Gumball Banks and refills, by Hasbro."
CA-FILM	.50	CA starts with a visual: Romper Room sign. Ad for "Mr. Magnet Man" -- toy magnets which are applied to a cylinder-shaped magnet to make a person's features. "Mr. Magnet Man, from Romper Room."
CA-HOST	1.00	Visual of Romper Room toy with H. saying, ". . . and now there's another special surprise from Romper Room . . . now Mr. Do-bee and Happy Jack can come live with you in your own home." These are hand puppets with H. showing how they work. Can be found at "local Wilson Stores."
MISC. TALK	.50	"Let's go to the 'storybook corner' everybody." Children go to corner.

Romper Room Log, continued

FRIDAY, 3/12/71

PROMO	.42	H: "Boys and girls at home, would you like to sing our songs, play our games, and learn all the things that we learn in our school?" Tells audience that to be on program for 2 whole weeks, children should ask mommy or daddy to send card in to WEMT. "Write today, boys and girls, we want to play with each of you."
LESSON	8.17	H. asks children to sing "one of our favorite
	(PLUG)	Romper Room songs" called "What Do They Say." Example: "When cats get up in the morning what do they say," continues with cats, ducks, geese, dogs, etc. Trisha passes out storybooks.
MISC. TALK	.50	H. goes to magic mirror and recites chant. Mentions names of children and says: "We'll see you Monday morning at 9:15 in the Romper
	(PLUG)	Room School."
CREDITS	.75	Visual of Romper Room Jack-in-the-box, with announcer giving verbal credits: "the Department of Education at Hood College, Frederick, Maryland participated in the formulation of, and approved the format for the Romper Room Program."
	(PLUG)	H. hairstyles by Continental Coiffures. Romper Room visual ends program.

ATTACHMENT B

KGGM-TV
Albuquerque, New Mexico

1971 License Renewal Application

DESCRIPTIONS OF "CAPTAIN BILLY SHOW"

FCC Form 303 Section IV-B Part I 1.C.	Albuquerque television's only remaining locally-produced, hosted children's daily program that has proved instructional for youngsters and had the general approval of parents for 14 consecutive years.
FCC Form 303 Section IV-B Part II 3.A.	KGGM-TV's 30-minute Monday-through-Friday local program with "live" host who stresses the good children can do for their parents, their friends, their teachers and themselves.

CONTENT ANALYSIS

of

CAPTAIN BILLY PROGRAM

AS BROADCAST ON KGGM-TV ON
APRIL 26, 1971, MONDAY - 8:00 - 8:25 a.m.

by RALPH M. JENNINGS, PhD.

Time (approx.)	Program Item
8:00:00-8:00:45	Introduction by Captain Billy, who commends himself for not being late.
8:00:45-8:01:20	Commercial: Rainbow Bread, by Captain Billy.
8:01:20-8:01:50	Captain Billy tells audience it is almost May, time to plant gardens, and introduces cartoon.
8:01:50-8:08:28	Cartoon.
8:08:28-8:09:28	Commercial: MacDonalds.
8:09:28-8:10:10	Captain Billy plugs MacDonalds
8:10:10-8:12:10	Captain Billy reads letter from viewer and announces he is sending out a box of "Mars Double Crunch" candy.
8:12:10-8:14:45	Cartoon.
8:14:45-8:15:15	Commercial: Post Toasties.
8:15:15-8:16:45	Captain Billy chides himself for introducing wrong cartoon and notes that it is good to admit mistakes.
8:16:45-8:23:10	Cartoon.
8:23:10-8:23:40	Commercial: Clover Club Potato Chips.
8:23:40-8:24:10	Captain Billy plugs Clover Club Potato Chips.
8:24:10-8:24:30	Captain Billy preaches against littering, a theme in Clover Club commercial.
8:24:30-8:25:00	Captain Billy closes show.

ATTACHMENT C

"SCOOBY-DOO WHERE ARE YOU? Cartoon series combining mystery and comedy starring Scooby-Doo, a large, lovable, but chicken-hearted Great Dane and four Southern California high school students. Program deals with recognizable young human beings in basic situations rather than the way-out world of the traditional animated cartoons."

(Description taken from Comments of STORER BROADCASTING CO...ATLANTA)

Summary by Monitors:

"Scooby-Doo and friends are fishing on beach when Shag hooks what he thought was a large fish, but it's the frozen cave man that had fallen off a ship recently. Scooby-Doo and Shag take the cave man to Ocean land for scientist to work on. Shag leaves his rod and reel and they have to return for them. When they return they find the door knocked off, the lab in a mess, and both the cave man and the professor missing. They investigate and are chased by the cave man. They find a map with some possible clues. They go out to a deserted ship and someone tries to capture them. They return to shore and decide to capture the cave man. Their trap fails and the cave man chases them. He falls into a giant clam tank. The cave man turns out to be Professor Wayne. He was jealous of the other scientist and wished to defraud him by cave man hoax and then steal the other scientist's inventions."

ATTACHMENT D

transaction
Social Science and Modern Society

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July/August 1971

The Perils of Polling

"Seventy-four percent of adult Americans approve the principle of commercial sponsorship and support of children's television programs," announced a recent press release from the Television Information Office (TIO). The news must have come as a source of tremendous relief to the commercial networks, which have been getting a lot of flak lately for their ham-handed efforts at gulling little boys and girls into the bliss of the consuming society.

TIO commissioned the Roper Organization to find out what people really thought of those commercials. And what did it find out? Did it discover that, as the headline of the press release announces, "three out of four Americans approve the principle of commercial sponsorship for children's television programs"? Sad to say, it did not—as a careful reading of Roper's question shows:

> Now I'd like to ask you about commercials on children's television programs—and I mean all kinds of children's programs. Some people think there should be *no* commercials in any kind of children's programs because they feel children can be too easily influenced. Other people, while perhaps objecting to certain commercials, by and large see no harm in them and think children learn from some of them. How do you feel—that there should be *no* commercials on any children's programs or that it is all right to have them *if they don't take unfair advantage of children?* (emphasis added)

No commercials	18%
All right to have them	74%
Don't know	8%

The saving beauty of that last clause! A poll-taker's masterpiece—to insert as a given that which is in dispute.

The Television Information Office makes no secret of its affiliation, which is with the National Association of Broadcasters. The affiliation of the Roper Organization is more elusive.